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ABSTRACT

This report was prepared by the Division of Physical Education and Recreation to assist in the interpretation and implementation of the Revised Regulations of the Commissioner of Education governing physical education passed by the New York State Board of Regents. Part One of this report presents the new regulations as they were passed by the Board of Regents. Part two presents the different areas which were affected by the new regulations & guidelines to assist in the interpretaton and implementation of these regulations. Suggestions and ideas for the planning of physical education programs are also included. The areas covered involve (a) school district plans, (b) curriculum, (c) required instruction, (d) attendance, (e) personnel, (f) facilities, (g) administrative procedures, and (h) a basic code for extra class athletic activities. (MK)

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GUIDELINES FOR ELEMENTARY AND SECONDARY PHYSICAL EDUCATION PROGRAMS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Physical Education and Recreation
Albany, New York 12234

April 1975

SP009 442

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSOCIATE COMMISSIONER FOR
INSTRUCTIONAL SERVICES

April 1975

TO: City, Village and District Superintendents of Schools; Supervising Principals; Diocesan Superintendents; Public, Private and Parochial High School Principals; Directors of Physical Education

SUBJECT: Guidelines for the Implementation of the Revised Regulations of the Commissioner of Education Governing Physical Education

Since the Board of Regents' enactment of the revisions dealing with physical education in the Regulations of the Commissioner of Education, the staff has worked on guidelines for the implementation of the revised regulations. There has been a considerable amount of field involvement in this effort. There has also been a great deal of interest in having the guidelines distributed as soon as possible, since the new regulations require districts to develop local plans for physical education. It is a firm belief that a school district plan for physical education can produce a logical and sequentially developed program with an appropriate balance of activities.

It is hoped that these guidelines will provide useful suggestions for local school districts. Their purpose is to suggest alternative ways of achieving the goals of the Physical Education Regulations. They are written in general terms to permit as much local initiative and flexibility as possible.

If a school district is unable to meet the requirements of any specific regulations, this should be communicated to the Division of Physical Education and Recreation. The Division has the responsibility of cooperating with local districts to work out satisfactory solutions.

Suggestions for improving the attached guidelines, as well as questions about items that may not be clear, should be addressed to the Division of Physical Education and Recreation, New York State Education Department, Albany, New York 12234.

William L. Bitner, III
Associate Commissioner

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PART I

INTRODUCTION

Revised Regulations of the Commissioner of Education governing physical education were approved by the Board of Regents at its June, 1974 meeting effective August 1, 1974. Section 135.1 was amended by the addition of three new subdivisions and Section 135.4 by repealing the old Section 135.4 and substituting a new Section 135.4.

The guidelines included herein have been prepared by the Division of Physical Education and Recreation to assist in the interpretation and implementation of these new Regulations. It should be noted that as a first draft, they are subject to change as experience with their use and new interpretation may warrant.

For the convenience of those who wish to refer to Sections in the Education Law which pertain to physical education, such Sections (803 and 3204) are quoted in Part I.

Part II is divided into divisions corresponding to those in the Regulations. In each division, the Regulation is quoted for ease of reference, followed by the guidelines and then by suggestions for information to be included in the district physical education plan. In some cases, sample forms are also included. Suggestions and ideas for the planning of physical education programs can be found in the guidelines.

It should be noted that,while general guidelines relative to the education program for non-physical education certified coaches are included herein, persons desiring specific information on offering such programs should contact the Division of Physical Education and Recreation.

Although considerable effort has been made to eliminate errors in these guidelines, the possibility of overlooking one is always present. Should any error be discovered, please let the Division of Physical Education and Recreation know about it. Any other suggestions for improving the quality of New Guidelines will be appreciated.

EDUCATION LAW, SECTION 803 AND 3204

The Commissioner of Education and the Board of Regents of New York State have long been authorized by the Legislature, through statutory enactments, to promulgate Rules and Regulations in order to implement statutory provisions.

Education Law, Section 803. Instruction in physical education and kindred subjects.

1. *All pupils above the age of eight years in all elementary and secondary schools, shall receive as part of the prescribed courses of instruction therein such physical education under the direction of the commissioner of education as the regents may determine. Such courses shall be designed to aid in the well-rounded education of pupils and in the development of character, citizenship, physical fitness, health and the worthy use of leisure. Pupils above such age attending the public schools shall be required to attend upon such prescribed courses of instruction.*

2. *The board of education or trustees of every school district regularly employing twenty or more teachers shall employ a teacher or teachers qualified and duly licensed under the regulations of the regents to give such instruction; in every other district of the state, they shall require such instruction to be given by the teacher or teachers regularly employed to give instruction in other subjects or by a teacher or teachers qualified and duly licensed under the regulations of the regents.*

3. *The boards of education or trustees of two or more contiguous districts in the same supervisory district, however, may join in the employment of a teacher qualified and duly licensed under the regulations of the regents to give such instruction; and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned by the district superintendent among such districts according to the assessed valuation thereof, and as so apportioned shall be a charge upon each of such districts.*

4. *Similar courses of instruction shall be prescribed and maintained in private schools in the state and all pupils in such schools over eight years of age shall attend upon such courses; and if such courses are not so established and maintained in any private school, attendance upon instruction in such schools shall not be deemed substantially equivalent to instruction given to children of like ages in the public school or schools of the city or district in which the child resides.*

5. *It shall be the duty of the regents to adopt rules determining the subjects to be included in courses of physical education provided for in this section, the period of instruction in each of such courses, the qualifications of teachers, and the attendance upon such courses of instruction.*

6. *The physical education hereinbefore provided for, may be given, when practicable, in any armory of the state where such armory is within convenient distance from the school, and at such times and in such manner as not to interfere with the regular military uses of such armory. The commanding officer in charge of any*

such armory shall, upon application made by any board of education or trustees of the several cities and school districts within the state, permit access to any such armory, for the purposes herein mentioned.

Education Law, Section 3204. Required Instruction

3. Courses of study

a. (1) The course of study for the first eight years of full time public day schools shall provide for instruction in at least the twelve common school branches of arithmetic, reading, spelling, writing, the English language, geography, United States history, civics, hygiene, physical training, the history of New York State and science.

(2) The courses of study and of specialized training beyond the first eight years of full time public day schools shall provide for instruction in at least the English language and its use in civics, hygiene, physical training, and American history including the principles of government proclaimed in the Declaration of Independence and established by the constitution of the United States.

PART II

GUIDELINES

(a) SCHOOL DISTRICT PLANS

1. Regulation:

It shall be the duty of trustees and boards of education to develop and implement school district plans to provide physical education experiences for all pupils as hereinafter provided. Such plans shall be kept on file in the school district office and available for inspection upon request. All school districts shall comply with the provisions of this section by August 1, 1974. However, the requirement for development of a plan shall become effective September 1, 1975. A school district may conduct an instructional program which differs from, but is equivalent to, the required program of instruction set forth in paragraph (2) of subdivision (c) of this section, with the approval of the Commissioner. An application to conduct such equivalent program shall be filed with the Division of Physical Education and Recreation of the Department not later than ten weeks prior to the implementation of such program. Such instructional program may be modified, with the approval of the Commissioner, upon application for such change which shall also be filed not later than ten weeks prior to the implementation of such modification.

2. Guidelines:

Each school district or unit is required to prepare a plan for its total physical education program covering grades K-12. Such plan may be as detailed as desired; but, in any case, the reader thereof should have a thorough, although summarized overview of the entire program and the conditions pertaining thereto. The plan should include information on each of the major divisions corresponding to those in the Regulations: (1) Curriculum, (2) Required Instruction, (3) Attendance, (4) Personnel, (5) Facilities, (6) Administrative Procedures, and (7) Basic Code for Extraclass Athletic Activities.

If a school district has K-12 curriculum materials, policy statements, and/or publications which go into greater detail then the information included in the district physical education plan, such materials may be included as supplementary data.

It is suggested that the plan be bound in some loose leaf form so that individual pages may be revised periodically.

3. Suggestions for Plan:

The following information should be considered for the title page:

(a) School District Name
(b) Date Plan Completed
(c) Date Plan Approved by Board of Education
(d) Name of Person Completing Plan
(e) Title of this Person

(1) CURRICULUM

1. Regulation:

(i) The curriculum shall be designed to: (a) promote physical activity and the attainment of physical fitness, and a desire to maintain physical fitness throughout life; (b) attain competency in the management of the body and useful physical skills; (c) emphasize safety practices; (d) motivate expression and communication; (e) promote individual and group understanding; (f) provide knowledge and appreciation of physical education activities; (g) make each individual aware of the effect of physical activity upon the body; (h) provide opportunities for the exercise of pupil initiative, leadership and responsibility; and (i) reinforce basic learnings of other areas of the total school curriculum.

(ii) There shall be experiences of sufficient variety in each of the following: (a) basic and creative movement; (b) rhythm and dance; (c) games; (d) perceptual-motor skills; (e) individual and team sports; (f) gymnastics; (g) acquatics, where possible; (h) lifetime sports activities; (i) outdoor living skills; and (j) other appropriate activities which promote the development of boys and girls.

(iii) There shall be opportunity provided for participation in appropriate extra-class activities.

(iv) There shall be activities adapted to meet the differentiated needs of pupils who are temporarily or permanently unable to participate in the regular program of physical education.

(v) There shall be continuous evaluation of the instructional program and assessment of individual pupil needs and progress. Appropriate cumulative records shall be maintained which cover the essential features of the physical education program for each pupil, and when a pupil transfers to another school, such records shall be transferred with the student's transcript.

2. Guidelines:

Physical education is an integral part of the total educational growth and development process of each child, and it should significantly contribute in the areas of psychomotor, effective and cognitive development.

The sequential learning experiences designed to fulfill this development should be carefully planned, comprehensive, innovative and intricately combined with teaching strategies to translate the basic, as well as the relevant physical education concepts, into meaningful and successful programs that meet the individual needs of each student.

The product of such a program should be self-reliant, self-directed, fully functioning individuals, capable of living happy, productive lives in a democratic society where lifetime recreational sport experiences have great significance.

The curriculum should be developed on a K-12 basis and be appropriately directed toward levels of learning experiences within a particular activity so that regardless of chronological age and grade level, students are participating at their optimal level of performance.

It is strongly recommended that districts establish program goals and objectives with the latter stated in behavioral or performance terms. Consideration should be given to the establishment of objectives on a grade-level basis as well as on an overall, grades K-12, basis. Objectives should be developed in terms of individual capacities for all aspects of the program--physical fitness, motor skills, knowledges and attitudes.

Since objectives of the physical education program include knowledge and appreciation of physical education activities and the effect of physical activity upon the body, it is necessary that appropriate use be made of classrooms as well as other sites for physical education instruction.

In the elementary school, there should be regular communication with the classroom teacher to 1) assess individual needs, 2) identify methods and activities for integration of physical education, 3) provide information and knowledge that will be beneficial in supplementing the program.

Grades K-6

The primary program should provide for the development of basic movement and body management skills, coordination skills, self-expression and verbal communication. It needs to emphasize the development of basic concepts, attitudes, values, behaviors, and understandings associated with the ultimate goal of a physically educated person.

Integrated approaches should be considered and encouraged, not only with classroom teachers, but other special subject teachers.

Specific skills should be reinforced through game situations, but games should never dominate the program.

The intermediate program should provide opportunities for pupils to develop a higher degree of proficiency in basic movement and to synthesize these basic skills into complex situations in games, fitness, gymnastics, aquatics, and lifetime sports.

Grades 7-12

The secondary program should provide more complex basic movement and body management opportunities than those offered in the elementary schools. The program should be diversified and offer a wide range of activities in which a student can experience vigorous activities and challenges in a comprehensive intramural and interscholastic program.

As students progress, opportunities should be presented for increased knowledges, strategies, fitness, proficiencies, leisure activities, etc.

Increasingly, the emphasis should be on lifetime sports, lifetime fitness, leisure time and adventure sports activities. For students in grades 10-12, the equitable or innovative program provides the student with enrichment, specialization, elective and creative experiences.

For guidelines on adopting activities to meet differentiated needs of pupils, see page 16.

On the following pages are samples of cumulative records for physical education and physical fitness activities. School authorities should determine what records are to be kept for their schools. It is recommended that such records begin with kindergarten and continue each year through grade 12. Student progress toward achievement of program objectives should be reflected in these records.

3. Suggestions for Plan

Describe the activities in general and parts of the curriculum specifically designed to meet each of the objectives listed below (items 1-8) and provide information on curriculum development (items 9 & 10).

1. Physical Fitness and a desire to maintain fitness
2. Body management and physical skills
3. Safety practices in physical activities
4. Expression and Communication
5. Individual and group understanding
6. Knowledge and appreciation of physical education activities
7. Awareness of the effects of physical activity upon the body
8. Opportunities for pupil initiative, leadership, and responsibility
9. The date of the most current curriculum review
10. What is planned in terms of periodic assessment of the physical education curriculum

(2) REQUIRED INSTRUCTION

1. Regulation:

(i) Elementary Instructional Program - Grades K through 6.

(a) All pupils in grades K-6 shall participate in the physical education program on a daily basis. The minimum time devoted to such programs shall be at least 120 minutes in each calendar week, exclusive of any time that may be required for dressing and showering; or

(b) as provided in an equivalent program approved by the Commissioner of Education.

PHYSICAL EDUCATION RECORD-BOYS

(SAMPLE)

Date of Birth _____ Name _____

Date of Entry _____ Address _____

I Grade	7	8	9	10	11	12
Home Room						
Adviser						
Phys. Ed. Assignment-Inst.						
Individual Exer.						
Rest						

II Defects (from Medical Card)						

III Skill Tests	7	8	9	10	11	12	Knowledge Tests	7	8	9	10	11	12

IV Social Efficiency													
Interest								Cooperation						
Effort								Courtesy						
Leadership								Cleanliness						
Reliability								Self Control						

V Participation													
Absences								Excuses						

VI Grade	7	8	9	10	11	12		7	8	9	10	11	12		7	8	9	10	11	12
Archery							Lacrosse													
Badminton							Rhys. & Dance													
Baseball							Riflery													
Basketball							Skiing													
Bowling							Soccer													
Fencing							Softball													
Field Hockey							Speedball													
Football							Swm. & Diving													
Golf							Tbl. Tennis													
Gymnastics							Track & Field													
Handball							Volleyball													
Ice Hockey							Wgt. Training													
							Wrestling													

(Continued)

VII Honors and Competition

Varsity	9	10	11	Junior Varsity	9	10	Freshman	9	Junior High	7	8	9
Baseball				Baseball			Baseball		Baseball			
Bowling				Bowling			Bowling		Bowling			
Football				Football			Football		Football			
Gymnastics				Gymnastics			Gymnastics		Gymnastics			
Ice Hockey				Ice Hockey			Ice Hockey		Ice Hockey			
Lacrosse				Lacrosse			Lacrosse		Lacrosse			
Soccer				Soccer			Soccer		Soccer			
Swimming				Swimming			Swimming		Swimming			
Tennis				Tennis			Tennis		Tennis			
Track & Field				Track & Field			Track & Fld		Track & Fld.			
Wrestling				Wrestling			Wrestling		Wrestling			

Intramurals	7	8	9	10	11	12	Honors	7	8	9	10	11	12
Baseball							Captain Intramural						
Bowling							Manager Intramural						
Football							Class or Club Leader						
Gymnastics							Captain Jr. High						
Ice Hockey							Captain Freshman						
Lacrosse							Captain Jr. Varsity						
Soccer							Captain Varsity						
Swimming							Manager Jr. High						
Tennis							Manager Freshman						
Track & Field							Manager Jr. Varsity						
Wrestling							Manager Varsity						

VIII New York State Physical Fitness Screening Test (See attached form).

IX Special Needs--Recommendations	X Record of Accidents	XI Conferences
7		
8		
9		
10		
11		
12		

NEW YORK STATE PHYSICAL FITNESS SCREENING TEST ▪ CUMULATIVE RECORD

pupil's name ____ last ____ first ____ initial

check one ☐ BOY ☐ GIRL

GRADE								
DATE	Mo ____ 19__		Mo ____ 19__		Mo ____ 19__		Mo ____ 19__	
AGE	Yrs ____ Mos__		Yrs ____ Mos__		Yrs ____ Mos__		Yrs ____ Mos__	
HEIGHT	Ft ____ In ____		Ft ____ In ____		Ft ____ In ____		Ft ____ In ____	
WEIGHT	lbs ____		lbs ____		lbs ____		lbs ____	
COMPONENT	raw score	achievem't level	raw score	achievem't level	raw score	achievem't level	raw score	achievem't level
1. Agility		Ag		Ag		Ag		Ag
2. Strength		St		St		St		St
3. Speed		Sp		Sp		Sp		Sp
4. Endurance		E		E		E		E
Total Physical Fitness	SUM=		SUM=		SUM=		SUM=	

% ILES	PROFILE Ag	St	Sp	E	PROFILE Ag	St	Sp	E	PROFILE Ag	St	Sp	E	PROFILE Ag	St	Sp	E
99	10				10				10				10			10
98	9				9				9				9			9
93	8				8				8				8			8
84	7				7				7				7			7
75 69	6				6				6				6			6
50	5				5				5				5			5
31	4				4				4				4			4
25 16	3				3				3				3			3
7	2				2				2				2			2
2	1				1				1				1			1
1	0				0				0				0			0

PHYSICAL FITNESS

The physically fit person is the individual who is able to carry out his normal everyday tasks without undue fatigue and still have an ample reserve of energy to enjoy leisure and to meet emergencies.

The University of the State of New York
The State Education Department
Division of Health, Physical Education and Recreation
Albany

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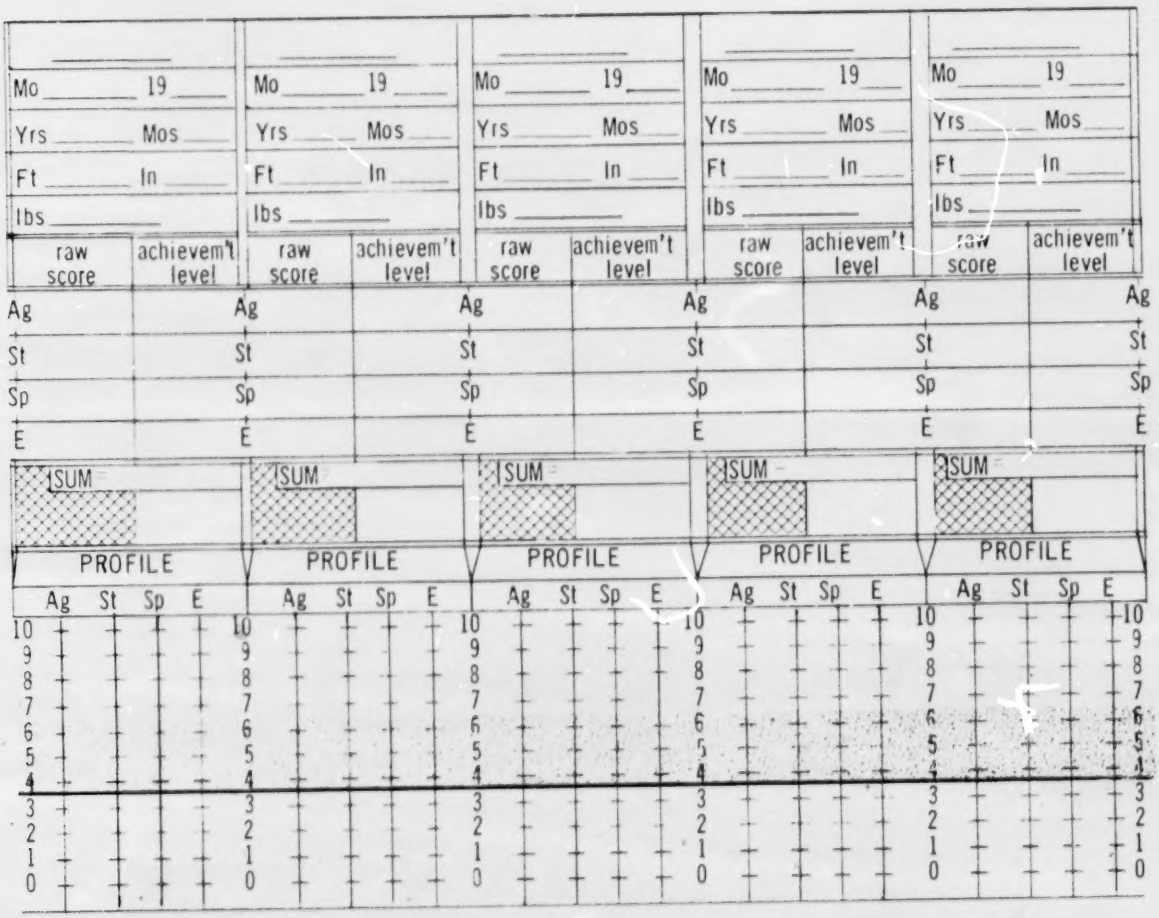

USE OF PHYSICAL FITNESS CUMULATIVE RECORD CHART

The *Cumulative Record Chart* provides a convenient grade by grade record of pupil status and progress with respect to total physical fitness as measured by the New York State Physical Fitness Screening Test.

The pupil's *total physical fitness level* in each grade is indicated by a solid horizontal line drawn across the profile at the appropriate place on the achievement level scale.

A pattern of the pupil's relative strengths and weaknesses is indicated by a solid heavy line connecting the series of points on the four vertical lines, showing the achievement level for each of the four components.

The shaded area on the profile chart represents the levels attained by the middle 50 percent or average group of New York State pupils. The white portion below and above the shaded area represents the physical fitness levels of pupils in the upper and lower quarters of the grade.

The solid black line on the profile chart is at the 25th percentile and represents the minimum standard of performance for total physical fitness and for each of the four test components. Any pupil who scores below this percentile for total physical fitness is recognized as being physically under developed and any pupil who scores below this percentile for one or more of these components is identified as being below the desirable level in the one or more test items.

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(ii) Secondary Instruction Program - Grades 7 through 12.

All secondary pupils shall have the opportunity for daily physical education taught by a certified physical education teacher, and all such pupils shall participate in the physical education program either:

(a) a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester; or

(b) a comparable time each semester if the school is organized in other patterns; or

(c) for pupils in grades 10 through 12 only, a comparable time each semester in extraclass programs for those pupils who have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities; or

(d) for pupils in grades 10 through 12 only, a comparable time each semester in out-of-school activities approved by the physical education staff and the school administration; or

(e) as provided in an equivalent program approved by the Commissioner of Education.

2. Guidelines

Grades K through 6.

The regulations provide that each pupil shall be scheduled for daily physical education activities totaling at least 120 minutes per week, exclusive of time for showering and dressing.

In those districts where it is not possible to employ certified physical education teachers to teach all or part of the daily program for each pupil, it is recommended that the classroom teacher teach physical education. The physical education teacher and the classroom teacher should work together in planning what activities are to be taught and how they are to be taught.

The type of program that may be provided in an alternative physical education program is left to the imagination and ingenuity of the personnel involved. However, approval for alternative programs must be secured from the Commissioner. Such requests shall be submitted to the Division of Physical Education and Recreation of the State Education Department at least ten weeks prior to implementation and shall include:

1. an outline of the program explaining what, why, and how physical education experiences in the alternative program are to be provided;

2. proposed evaluation for achievement of objectives.

Grades 7 through 12.

Opportunities for daily instruction for those who request it may be provided in numerous ways, such as assignment to daily class or pupil-teacher contracting.

All pupils, including B.O.C.E.S.' students, must be scheduled into the regular physical education classes or to one of the alternative programs. Some alternatives which may be used are:

1. Scheduling each pupil for at least 2 periods per week one semester, and three periods per week during the other semester; or

2. Providing each pupil a comparable time during each semester if the school scheduling procedures do not lend themselves to a weekly sequence, such as when 6 or more days are used in a cycle; scheduling the minimum of three periods per week and two periods per week alternating during a semester is comparable; in addition to its general use in the overall physical education program, individual contracting should be considered as a possible solution in cases where difficulty is encountered in scheduling pupils for physical education; or

3. For pupils in grades 10 through 12 only, allowing a time comparable to 2 1/2 periods per week during the semester in extraclass activities such as intramurals, athletic clubs, or interscholastic teams. Such pupils should have demonstrated an acceptable level of physical fitness, plus skill and knowledge of physical education program offerings. It is recommended that these pupils have in their cumulative files records which show that they have achieved the basic objectives of the physical education program for grades K-12, including evidence of having achieved acceptable levels as the result of testing (physical fitness, skill tests, and written examinations).

4. For pupils in grades 10 through 12 only, allowing a time comparable to 2 1/2 periods per week in an activity conducted outside of the school domain can be accepted as meeting the physical education requirements so long as the agency or organization and the personnel doing the instructing have been investigated and approved by the board of education. Such approvals should be periodically reviewed. This type of approval should only be given for those activities that are not ordinarily provided or cannot be provided by the school. Where approvals for such programs are given, there should be a specified period of time indicated, such as a marking period or a semester. Such approvals should also be reviewed periodically. Agencies or organizations approved could include: golf courses, riding academies, ballet schools, skiing centers, etc. In the event that a school is considering such an option, it is recommended that the school consult its counsel and insurance carrier for guidance.

5. As provided for in an equivalent type of optional program which has been submitted to the Division of Physical Education and Recreation for approval by the Commissioner. Optional programs submitted for approval must include:

   a. an outline of types of physical education objectives to be achieved and why, how and what activity experiences are to be provided;

   b. amount of instruction the pupils would receive from non-physical education teachers and standards used in selecting non-certified personnel;

c. a description of the evaluation procedures to determine the effectiveness of the optional program in meeting the objectives of the physical education program.

3. Suggestions for Plan

For Grades K-6:

a. Indicate the number of minutes per day, number of days per week and the number of days per year that pupils are scheduled for physical education.

b. If an optional program for grades K-6 has been approved by the Commissioner by filing through the Division of Physical Education and Recreation, indicate the date of approval and attach a copy of the approved program.

For Grades 7-12:

a. Indicate the number of minutes per day, number of days per week and the number of days per each semester of the high school year that pupils are scheduled for physical education in grades 7 through 12.

b. If any of the secondary grades are not organized in a pattern of weekly scheduling, explain how pupils are scheduled for physical education and the amount of time each pupil gets in physical education each semester.

c. If pupils in grades 10 through 12 are permitted to meet physical education requirements through participation in extraclass programs such as intramurals, clubs, or interscholastic athletics, describe the procedure, activities, and standards used in determining acceptable levels of fitness, skills, and knowledge of activities.

d. If pupils in grades 10 through 12 are permitted to meet physical education requirements through participation in out-of-school activities approved by the board of education, provide the following:

   1. Name and address of approved out-of-school organizations

   2. Amount of time pupils participate per week and semester

   3. Description of program offered

e. If an optional program for grades 7 through 12 has been approved by the Commissioner, through the Division of Physical Education and Recreation, indicate the date of approval and attach a copy of the approved program.

(3) ATTENDANCE

1. Regulation:

(i) All pupils shall attend and participate in the physical education program as approved in the school plan for physical education and as indicated by physicians' examinations and other tests approved by the Commissioner of Education. Individual medical certificates of limitations must indicate the area of the program in which the pupil may participate.

(ii) School district plans shall indicate the steps to be taken to insure that each pupil meets the requirement for participation in an approved physical education program. School districts may award local diploma credit for the required program, and may also submit plans for elective units in physical education for additional credit.

2. Guidelines

Reasonable measures can be taken to require pupils to attend and participate in physical education. If the pupil refuses to attend or participate, the teacher should immediately report the matter to the principal. School authorities then have an obligation to remedy the situation. This may be done by any of the usual persuasive or disciplinary measures available to them. Records of meetings and action taken should be kept. Parents should be involved to the extent that the school district considers necessary.

The amount of attendance and participation for successful completion of physical education must be determined by local school district authorities. It is recommended that boards of education adopt reasonable minimum standards for attendance.

A pupil who fulfills all the requirements and has exhibited acceptable evidence of satisfactory progress in terms of his abilities, but who has been unable to meet minimal standards of physical performance may not be denied advancement or graduation.

School credit for the required physical education program may be granted toward a school diploma. This is a local school board option. Standards for credit should be equitable to other subjects in the curriculum for which a pupil may receive credit.

It credit is being granted, it must be above the minimum 16 units required for a local diploma or the 18 units required for a regents diploma.

Plans may be submitted for approval to the Department for elective units in physical education for credit. This refers to elective credit, that which exceeds the basic required program. If a school district offers additional approved physical education courses beyond the required program, this may be counted as part of the 16 or 18 credits for a diploma. Credit for each course should be given on the same general basis as for other school courses.

The following are some examples of courses for elective credit: A semester course on the history of sport and physical education; Independent Study Course; Independent Participation Course; Research Activities; A Physical Education Major with several courses including theory and participation; Camping and Outdoor Living; Boating and Sailing; Preparation for Sports Officiating.

When credit is given for physical education, it would be reasonable to include the grade in the pupil's overall school grade average. However, whether the grade is or is not included in the school average is up to the local board of education.

Adapted Physical Education

The physical education program must provide for the needs of all pupils who are physically able to be in school. If a pupil has some physical condition which temporarily or permanently precludes him or her benefiting from participation in regular classes, the program must be adapted to meet the pupil's needs. Adaptations may range from cot rest up to something short of the regular activities. Consultation with the school physician may be desirable in some of these instances. The Bureau of Health Services of the State Education Department distributes a helpful bulletin entitled, "School Nurse-Teachers' Responsibilities for Adapted Physical Education".

A differentiated program must be provided for pupils who are in need of adapted programs as indicated by medical certificates of limitations. These certificates must be reviewed periodically.

Each school district should develop an appropriate medical form to indicate limitations or modifications for participation. This form must be cooperatively developed with medical personnel, school nurse, and other related personnel. (See sample form on page 17.)

Participation

All pupils shall participate in physical education irrespective of what programs they are enrolled in. This includes BOCES and other specialized programs.

3. Suggestions for Plan

If diploma credits are awarded for elective units in physical education courses in addition to the required program, indicate the date of approval of such programs by the Commissioner as filed through the Division of Physical Education and Recreation and attach a copy of the approved program.

Describe adapted programs designed to meet the special needs of those pupils who cannot participate in the regular activities.

Describe the procedures used to identify pupils with participation limitations and how a physician's medical recommendation includes the areas of the program in which such pupils are able to participate.

SUGGESTED FORM FOR USE WHEN MAKING SPECIAL ADAPTATIONS
OF PHYSICAL EDUCATION TO MEET INDIVIDUAL PUPIL NEEDS*

.....School

To Dr.....Family Physician Date.....

Regarding the physical education activities of your patient.....
we shall appreciate your cooperation in filling out this blank and returning it at your earliest convenience to.....principal of.....
.....school.

All pupils registered in the schools of New York State are required by the Education Law to attend courses of instruction in physical education. These courses are required to be adapted to meet individual pupil needs. This means that a pupil who is unable to participate in the entire program should have his activities modified to meet his needs and/or improve his condition.

The following is a general list of activities included in the physical education program: (Please check the activities in which this pupil may participate.)

V=Vigorous M=Mild

V	M		
...	...	Basic & Creative Movement	... Rest (No Physical Activity)
...	...	Rhythm & Dance	... Knowledge Aspects (No Physical Activity)
...	...	Games	
...	...	Perceptual-motor Skills	
....	...	Individual & Team Sports	
...	...	Gymnastics	
...	...	Aquatics	
...	...	Lifetime Sports Activities	
...	...	Outdoor Living Skills	

This is to certify that I have examined.....
and recommend that He should participate only in the activities that are checked for a period of .....weeks.

Remarks: .....
.....
..... Date.....
Family Physician

NOTE: This report will be attached to the child's school health record and a duplicate made for the physical education office.

*This form is furnished as a sample and cannot be supplied to schools in quantities.

(4) PERSONNEL

1. Regulation:

(i) Elementary classroom teachers may provide instruction under the direction and supervision of a certified physical education teacher.

(ii) When students participate in out-of-school activities as part of alternative programs, such activities may be taught by non-certified personnel provided they have appropriate experience and are so approved by the Board of Education.

(iii) Each school district operating a high school shall employ a director of physical education who shall have certification in physical education and administrative and supervisory service. Such director shall provide leadership and supervision for the class instruction, intramural activities, and interschool athletic competition in the total physical education program. Where there are extenuating circumstances, a member of the physical education staff may be designated for such responsibilities, upon approval of the Commissioner. School districts may share the services of a director of physical education.

2. Guidelines

Physical Education Teacher. A certified physical education teacher is a person who has graduated from an approved college or university program majoring in physical education and who has certification to teach physical education in New York State.

Elementary Classroom Teacher. In school districts where pupils do not have a daily period of physical education taught by certified physical education teachers, the board of education will insure that appropriate activities developed with the assistance of the physical education staff, are taught by the classroom teacher to the extent required in the regulations.

Director of Physical Education. The person for this position must have certification to teach physical education. In addition, this person must hold the certification for school administrator and supervisor. Persons who were serving as Directors of Physical Education prior to September 1, 1969, may use the certificate to serve as director of physical education, health and recreation as meeting the certification requirements for a Director of Physical Education and this certificate is valid in any school district in New York State. If a school district has a director of athletics who is responsible only for athletics, this person is to be under the supervision of the director of physical education since athletics are part of the total physical education program.

Where there are extenuating circumstances, a member of the physical education staff may be designated to serve as a director, upon approval of the Commissioner. Such person should be working toward meeting the certification requirements. Small school districts should consider sharing the services of a Director of Physical Education through Boards of Cooperative Educational Services.

Coach. Since the coaching of interscholastic sports is teaching, any person who serves as a coach must hold a teacher's license. Any person who was legally coaching prior to September 1, 1974, may continue to coach in any school. All non-physical education certified teachers hired after September 1, 1974, must complete in-service or pre-service programs for coaches. It is the responsibility of the chief school officer to insure that the coaches meet these requirements.

Personnel, such as teaching assistants, substitute teachers and visiting lecturers, may be assigned to coaching if they complete a Department approved preservice or in-service education program for coaches within three years of appointment.

A teaching assistant is a person appointed by a board of education to provide, under the general supervision of a certified teacher, direct instructional service to students. Such teachers must hold temporary or continuing certification as teaching assistants issued by the State Education Department upon application by the chief school officer on forms prescribed by the Commissioner. A visiting lecturer is a person with unusual qualifications in a specific subject who may be issued a temporary license for a year, upon application to the State Education Department, by the chief school officer on a special form. (See form - Supplementary School Personnel Application.)

The teaching assistant can only serve as an assistant coach under the supervision of a certified teacher who is the head coach. The visiting lecturer can serve as a head coach, but this person must be on the staff as a lecturer in some area of education and his coaching be incidental teaching to his regular job of lecturing.

Since extraclass athletic activities are an integral part of the physical education program, all coaches of interscholastic teams and all teachers handling intramural activities must be under the general supervision of the Director of Physical Education.

3. Suggestions for Plan

Include a summary of the staff in grades K-6 and grades 7-12, separately, that would best characterize them in terms of conducting the physical education program. The following might be considered: Who teaches the program in grades K-6 and for how many days a week on the average; what supplementary personnel are used and how; and the number of non-physical educators employed as coaches and their sex.

Give the name of the director for the K-12 program and those of any assistants. List their highest degree earned, and the number of years of experience in that position.

(5) FACILITIES

1. Regulation:

Trustees and boards of education shall provide adequate indoor and outdoor facilities for the planned program of physical education at all grade levels. Appropriate guidelines to schools with respect to facilities will be provided by the Division of Physical Education and Recreation.

2. Guidelines

Information on requirements for indoor and outdoor physical education facilities are available from the State Education Department, Division of Facilities Planning. These are minimum requirements and may be exceeded by school districts.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF TEACHER EDUCATION AND CERTIFICATION
ALBANY, NEW YORK 12204

SUPPLEMENTARY SCHOOL PERSONNEL APPLICATION

INSTRUCTIONS

Print in ink or typewrite all entries except signatures. Applicant should complete Items 1 through 10. The superintendent of schools should complete items 11 through 15.

Have forwarded to this Division, official transcripts substantiating the qualifications shown in item 5 below. Transcripts or copies must bear the embossed seal and the signature of an authorized representative of the issuing institution. "STUDENT COPIES" of transcripts are not acceptable. Please do not send fee until requested.

1. Name ..... ☐ Miss ☐ Mrs. ☐ Mr.
[Last] [First] [Middle] [Maiden]

2. Permanent address .....
[Street and Number] [City] [State] [Zip Code]

3. Date of birth ...../...../..... Social security number.....
[Month] [Day] [Year]

4. Credential requested: ☐ Temporary License — Teaching Assistant
☐ Continuing Certificate — Teaching Assistant
☐ Temporary License — Visiting Lecturer .....
[Subject(s)]

5. **EDUCATION**

EDUCATION	NAME OF SCHOOL AND LOCATION	ATTENDED FROM—TO		YEARS COMPLETED	DID YOU GRADUATE?*	MAJOR SUBJECT	DEGREE RECEIVED
		MO. YR.	MO. YR.				
High school							XXXXX
College, university, or technical school(s)							
Other schools or special courses							

* If no, indicate high school equivalency diploma number.

6. **TEACHING, OTHER SCHOOL EXPERIENCE, AND/OR RELATED EXPERIENCE**

NAME OF EMPLOYER	ADDRESS	POSITION HELD	DUTIES	DATES	
				From	To

7. **TEACHING CERTIFICATES OR LICENSES ISSUED TO YOU**

TITLE OF CERTIFICATE OR LICENSE	ISSUING STATE OR CITY	EFFECTIVE DATE	EXPIRATION DATE	VALID FOR WHAT SUBJECTS OR AREAS?

8. **CITIZENSHIP**

Are you a citizen of the United States? ..... If not, attach your original copy of your Declaration of Intention.

(CONTINUED)

9. **ADDITIONAL INFORMATION**

A. Have you ever been arrested for or convicted of a criminal offense (with the exception of minor traffic violations)? ..... If so, please attach copies of court records, including disposition of case.

B. Have you ever had a teaching certificate revoked or suspended? ..... If so, please indicate on a separate sheet the reasons for the revocation.

C. Have you previously applied to the New York State Education Department for a teaching certificate? .....

10. **AFFIDAVIT**

Under the penalties of perjury, I declare and affirm that the statements made in the foregoing application, including accompanying statements and transcripts are true, complete, and correct.

....

Date *Signature of Applicant*

EMPLOYING SUPERINTENDENT'S STATEMENT

11. Description of the supplementary school person's duties: .....

.....

.....

.....

12. Description of how the supplementary school person will be supervised: .....

.....

.....

.....

13. Description of the employing school district's in-service training program for supplementary school personnel and for the professional staff utilizing same: .....

.....

.....

.....

14. Description of district's plan for use of supplementary school person: .....

.....

.....

.....

15. This certifies that the above-named person is to be employed under the conditions described as a supplementary school person.

Signature ..... School district .....

Superintendent of Schools

Date ..... Address .....

17441

In selecting a site, developing outdoor facilities and designing an indoor facility, primary consideration must be given to the health and safety of the students and teachers as well as all others who will visit the school. Facilities should be designed to implement the desired curriculum of the district and accommodate peak loads.

Services of the Division of Physical Education and Recreation are available for consultation on curriculum and instructional needs as they relate to site and facility planning. The wide variety of staff experiences and information has proved most useful to school officials. For such services, contact the Division of Physical Education and Recreation. Division involvement is most fruitful early in the planning stages and is strongly recommended.

The Division of Physical Education and Recreation will prepare and distribute substantive guidelines for relating physical education program needs to facility planning.

3. Suggestions for Plan

Include a summary of school district and community facilities used in the program, both indoor and outdoor, that will best describe them and how they are used.

(6) ADMINISTRATIVE PROCEDURES

1. Regulation:

(i) School district plans for the physical education program shall include information on the following administrative procedures:

(a) curriculum development in relation to grade levels, as referred to in paragraph (1) of this subdivision;
(b) appropriate examinations and tests to be employed by school authorities in determining pupil needs and progress in physical fitness, knowledge and skills;
(c) class size and grouping patterns which are compatible with the activities being taught;
(d) use of non-school facilities;
(e) use of non-certified persons, such as student leaders, practice teachers, etc.;
(f) use of supplementary personnel which are described in Section 80.33 of these regulations;
(g) summer school physical education programs, if conducted;
(h) policies and procedures for the conduct of extraclass programs.

(ii) Periodic reports regarding the status and progress of equivalent programs which have been approved by the Commissioner shall be filed with the Division of Physical Education and Recreation as requested.

2. Guidelines

The Director of Physical Education should submit all policies and procedures through the appropriate administrative channels for consideration and action by the board of education.

(a) Curriculum Development. A written curriculum guide for grades K-12 should be developed. It is recommended that this guide be done in a loose leaf binder format so necessary changes can be made with a minimum of effort. Included in the curriculum guide should be policies and procedures which provide continuity and progression of instruction in grades K-12.

(b) Evaluation. Examinations and tests to be used in evaluating pupil status and progress in physical education should be adopted by the board of education.

Standardized tests such as the New York State Physical Fitness Test, the New York State Physical Fitness Screening Test, the President's Council Physical Fitness Test and the American Association for Health, Physical Education and Recreation Physical Fitness Test are recommended to determine pupil needs and progress in physical fitness.

Either standardized tests or teacher made tests should be administered to determine pupil needs and progress in knowledge and skills.

(c) Grouping patterns. It is important to consider the space that is available and the type of activities that are being taught. Depending upon the type of activities that are being taught, various grouping patterns could be considered, particularly in regard to improving the quality of instruction, as well as contributing to the health and safety of pupils. Some suggested grouping patterns include:

- Large group instruction, particularly with respect to lectures, testing and use of audio-visual aids.
- Small group instruction, particularly with respect to teaching skills and techniques.
- Independent study, particularly with respect to studying or participating in depth in some part of the physical education program.

(d) Use of non-school facilities. It is suggested that the physical education staff consider the following in using non-school facilities:

- A survey be conducted to identify existing community facilities that could be utilized in teaching physical education activities.
- A record be kept of each non-school facility that is used for physical education. This record should include the following information:

  --Name, address and telephone number of the facility;
  --Type(s) of activities that can be taught there;
  --Cost, if any, of using the facility;
  --Accessibility of transportation;
  --Equipment and/or supplies available at the facility;
  --Time(s) the facility is available for use;
  --Number of people the facility can accommodate;
  --Instructional and/or supervisory personnel provided by the facility.

- Visits should be made to all non-school facilities prior to their being used to be sure they provide pupils with a safe and healthful environment.
- Pupils using non-school facilities for physical education should have the same liability insurance as pupils taking part in any other school approved activity that is conducted off the school site.

(e) Use of non-certified persons. In using non-certified persons, it is important that the following be considered:

- Non-certified persons, such as student leaders or practice teachers, may provide instructional service to pupils under the supervision of a certified physical education teacher. Such non-certified personnel should be utilized by the physical education staff in those activities which they possess the greatest knowledge and proficiency.
- Non-certified persons, such as community resource personnel, may provide instructional service to pupils who use non-school facilities when approved by the board of education. Such personnel can teach without the presence of a licensed teacher. These individuals can supplement instruction by the physical education staff. A record should be kept of all community resource personnel used in the physical education program. This record should include the following information:

  --Name, address and telephone number of the individual;
  --The activity the individual is best qualified to teach;
  --The educational background and professional experience the individual possesses in the activity.

In considering the use of non-certified personnel, both the individuals providing instruction and the facilities to be used should be evaluated.

(f) Use of supplementary personnel. Supplementary personnel such as teacher aides, teaching assistants and visiting lecturers may assist the physical education staff in the conduct of the program.

A teacher aide may assist in such non-teaching duties as keeping physical fitness records, issuing supplies and equipment and providing locker room supervision. He may not teach in any respect whatsoever.

A teaching assistant may provide direct instructional service to pupils under the supervision of a certified teacher or coach. Such service would include working with individual pupils or groups of pupils on specific instructional activities, providing the teacher or coach with information about pupils who will assist the teacher in the development of appropriate learning experiences, and assisting pupils in the development of instructional materials.

A non-certified person having unusual qualifications in physical education can be issued a temporary license as a visiting lecturer to supplement the regular program of instruction. Such an individual could be utilized to provide instruction in a specific activity within the physical education curriculum.

Where teaching assistants and visiting lecturers are used by school districts, they must be approved through submitting an application to the State Education Department. (See Form - Pages 20-21.)

(g) Summer school physical education programs. Summer school programs of physical education may be conducted to meet the needs of students in the school district. Such programs shall be conducted in accordance with Regulations and the program policies in effect during the school year.

(h) Policies and procedures for the conduct of extraclass activities. A policy booklet for the conduct of extraclass programs in physical education should be developed and be presented to the board of education for approval.

Appropriate members of the school district administrative staff, including all guidance personnel, should be made aware of the contents of the policy booklet.

3. Suggestions for Plan

Describe each of the following as used in the physical education program:

a. Tests and examinations;
b. Class sizes and special grouping patterns for various activities;
c. Use of non-school owned facilities;
d. Use of student leaders and student teachers;
e. Use of teaching assistants, visiting lecturers, and teacher aides, and;
f. Summer school programs.

(7) BASIC CODE FOR EXTRACLASS ATHLETIC ACTIVITIES

1. Regulation:

Athletic participation in all schools shall be planned so as to conform to the following:

(i) General provisions. It shall be the duty of trustees and boards of education:

(a) to conduct school extraclass athletic activities in accordance with these regulations and such additional rules consistent with this basic code as may be adopted by such boards relating to items not covered specifically in this code. A board may authorize appropriate staff members to consult with representatives of other school systems and make recommendations to the board of the enactment of such rules;
(b) to make the extraclass athletic activities an integral part of the physical education program;
(c) to permit only certified teachers to serve as coaches of interschool athletic teams in accordance with the following:
(i) certified physical education teachers may coach any sport in any school;
(ii) teachers not certified in physical education may coach any sport in any school, provided they have completed an approved pre-service or in-service education program for coaches or will complete such a program within three years of appointment. Such approved programs for coaches will consist of one of the following: (credits and hours vary depending upon the contact and endurance involved in the sport)
(a) a Department-approved college program of from 2 to 9 credits; or
(b) a Department-approved in-service education program, conducted by schools, colleges, professional organizations or other recognized groups or agencies from 15 to 120 clock hours; or
(c) a proficiency examination, conducted by Department-approved examiners; or

(d) an equivalent experience which is approved by the Commissioner of Education.

(iii) persons who have been employed as coaches of specific sports in New York State schools who do not meet the requirements set forth in clause (c) of this subparagraph on September 1, 1974, may continue to coach such sports.

(d) to give primary consideration to the well-being of individual boys and girls in the conduct of games and sports;

(e) to sacrifice no individual for the sake of winning events;

(f) to conduct all activities under adequate safety provisions;

(g) to equalize insofar as possible the powers of opponents in individual and group athletic competition;

(h) to provide adequate health examinations before participation in strenuous activity and periodically throughout the season as necessary, and to permit no pupil to participate in such activity without the approval of the school medical officer;

(i) to maintain an equitable division of facilities, budget and personnel between boys and girls;

(j) to permit no athletic team to represent a school except in conformance with these regulations;

(k) to approve all traveling of individuals or teams under their jurisdiction;

(l) to permit no post-season games or tournaments;

(m) to permit no post-schedule games or tournaments other than those conducted by school authorities in accordance with approved standards;

(n) to permit any individual or team to represent a school only in games, meets, or tournaments which are conducted by secondary school authorities;

(o) to provide opportunity for instruction, practice and competition for pupils in grades 4 through 6 in extraclass programs which shall be basically intramural activities;

(p) to provide opportunity for instruction and practice for pupils in grades 7 through 12 in extraclass athletic activities which are intramural activities and approved interschool competition;

(q) to limit athletic activities conducted by the school to appropriate competition and practice between pupils in grades 7 through 12, except that a post-graduate pupil may participate in intramural activities;

(r) to provide the same general degree of opportunity for participation in intramural and interscholastic activities to both males and females.

(ii) Provisions for interschool athletic activities for pupils in grades 7 through 12. It shall be the duty of the trustees and boards of education to conduct interschool athletic competition for grades 7 through 12 in accordance with the following:

(a) Interschool athletic competition for pupils in junior high school grades 7, 8, and 9. Such competition shall be conducted in accordance with the following:

(i) Participation. Seventh and eighth grade teams may participate only with teams of like grade groups, with the following exceptions:

(a) In junior high school, competition may include grades 7 through 9.

(b) In six-year high schools, competition may include grades 7 through 9.

(c) In four-year high schools, ninth grade pupils may participate in junior high competition.

(b) *Interschool athletic competition for pupils in senior high school grades 9, 10, 11, and 12.* Inter-high school athletic competition shall be limited to competition between high school teams, composed of pupils in grades 9 through 12 inclusive, except that a pupil who attains the age of 15 years while enrolled in a grade below the ninth grade may take part in inter-high school sports, provided all other requirements are met. Such activities shall be conducted in accordance with the following:

(i) *Duration of competition.*

(a) A pupil shall be eligible for senior high school athletic competition only during eight consecutive semesters after his entry in the ninth grade and prior to graduation, unless sufficient evidence is presented by the chief school officer to the league or section to show that the pupil's failure to enter competition during one or more semesters was caused by illness, accident, or other such circumstances deemed acceptable to the league, section or association.

(b) A pupil shall be eligible for interschool competition only between his 14th and 19th birthdays. A pupil who attains the age of 19 years on or after September 1, may continue to participate during that school year in all sports.

(ii) *Registration.* A pupil shall be eligible for interschool competition in a sport, provided that he is a bonafide student, enrolled during the first 15 school days of the season of such sport, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time, bona fide absence caused by personal illness accepted.

(iii) *Sports standards.* Interschool athletic programs shall be planned so as to provide opportunities for pupils to participate in a sufficient variety of types of sports. Sports standards, such as number of contests, length of seasons, time between contests, required practice days, etc., for all interschool sports shall conform to guidelines established by the Commissioner of Education.

(c) *Mixed competition for male and female pupils on interschool athletic teams.* Male and female pupils may participate on the same teams in interschool athletic competition under the following conditions:

(i) There shall be no mixed competition in the following sports: baseball, basketball, field hockey, football, ice hockey, lacrosse; soccer, softball, speedball, team handball, and wrestling; and males may not compete on teams organized for female competition in the sport of power volleyball where the height of the net is set at less than eight feet.

(ii) In schools that provide separate competition for male and female pupils in interschool athletic competition in a specific sport, the principal or the chief executive officer of the school may, in exceptional cases, permit a female or females to participate on a male team in sports other than those set forth in subparagraph (i) above. Males may not participate on teams organized for females.

(iii) In schools that do not provide separate competition for male and female pupils in a specific sport, no pupil shall be excluded from such competition, except in the sports set forth in subparagraph (i) above, solely by reason of his or her sex.

2. Guidelines

Contest Rules. Rules to be used for interscholastic contests between schools belonging to recognized secondary athletic associations shall be approved by the executive bodies of the associations. Schools not belonging to an athletic association may use nationally accepted game rules adopted or modified for secondary school competition.

Athletic Leagues and Associations. Secondary schools may hold membership in athletic leagues and associations with the approval of their boards of education or trustees. Athletic associations belonging to the New York State Federation of Secondary School Athletic Associations shall be recognized as the appropriate school authorities organized for the purpose of conducting interscholastic competition at or beyond the league or division level.

Schools holding membership in leagues or associations shall conform to the approved rules and standards of the leagues and associations. Rules and standards of the leagues and associations shall not contravene the intent of the Regulations of the Commissioner of Education. The State Education Department shall periodically review the rules and standards of athletic leagues and associations in order to insure that they conform to the statutes and regulations of the State of New York.

Coaches. All non-physical education certified teachers who start coaching interschool athletic teams in any capacity at any level in New York State schools on or after September 1, 1974, must satisfactorily complete an approved pre-service or in-service education program for coaches within three years of appointment as a coach but must begin the program by taking at least one course or credit experience by the second year. Persons who were legally coaching interschool athletic teams in New York State prior to September 1, 1974, may continue to coach any sport.

It is the responsibility of the superintendent of schools or chief school officer to see that all non-certified physical education teachers who are or will be coaching have satisfactorily completed the education program for coaches or will have completed such a program within three years of appointment as a coach. Each school district is responsible for keeping permanent records on persons who have been or are coaching in that school district including sport coached, period of time, capacity, and data concerning the education program, if pertinent.

There are three ways to complete the education program requirement.

1. Pre-service and in-service programs. Pre-service courses may be taken by men and women preparing to become teachers. Individuals eligible to take in-service education courses are men and women who are certified to teach in New York State, including Teaching Assistants and Visiting Lecturers who have been approved by the State Education Department (see sample form--Supplementary School Personnel Application). Out-of-state coaches coming to New York are required to take the in-service education program in total or part. The agency offering this program may grant credit for the areas of "theory and techniques of coaching" and "health sciences applied to coaching" upon the presentation of appropriate evidence that

the person's background in these areas is satisfactory. However, all out-of-state coaches are required to take the course in "philosophy, principles, and organization of athletics in education" to assure that they are familiar with the philosophy and regulations governing athletics in this State. It is strongly recommended that physical education teachers coming into the State to coach also take this course for the same reason.

The courses in "philosophy" and "health sciences" herein outlined will suffice to meet the requirements for each and all of the designated activities. In addition to these courses, a minimum two semester hours or 30 clock hours in "coaching theory and techniques" are required in each sport for which approval is requested by a candidate. Please note, however, that for sports hereinafter listed as "non-strenuous and non-contact", only the "philosophy" course is mandated. Each program offered must have the prior approval of the State Education Department. Applications are to be made to the Division of Physical Education and Recreation. To be approved, each course must be specifically designed to include at least the following content:

a. Philosophy, Principles and Organization of Athletics in Education (2 to 3 semester hours or 30 to 45 clock hours) Basic philosophy and principles of athletics as integral parts of physical education and general education; State, local, and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchase and facilities. (Note: Not to be a course in "administration".)

b. Health Sciences Applied to Coaching (3 to 4 semester hours or 45 to 60 clock hours) Selected principles of: biology, anatomy, physiology, kinesiology, psychology, and sociology related to coaching; human growth and development; safety: first aid and care of injuries; training and conditioning athletes.

c. Theory and Techniques of Coaching (a designated sport) - (2 to 3 semester hours or 30 to 45 clock hours) History, objectives, rules, regulations, and recommendations; teaching methods, performance skills; technical information (offense, defense, strategy, etc.); organization and management; methods for developing, training and conditioning athletes; care and fitting of equipment; safety; officiating.

Following is a listing of the minimum hours to be scheduled for various sports:

a. Strenuous/Contact Activities
(Minimum: 9 semester hours or 120 clock hours)
(1) "Philosophy" course: 2 to 3 semester hours or 30 to 45 clock hours.
(2) "Health Sciences" course: 3 to 4 semester hours or 45 to 60 clock hours.
(3) "Coaching Techniques" course: 2 to 3 semester hours or 30 to 45 clock hours.

b. Non-Strenuous/Non-Contact Activities
(Minimum: 2-3 semester hours or 30-45 clock hours)
(1) "Philosophy" course: 2 to 3 semester hours or 30 to 45 clock hours.

Strenuous/Contact Activities include: football, soccer-speedball, track and field (cross-country, indoor, outdoor), gymnastics, wrestling, basketball, swimming, ice hockey, baseball-softball, lacrosse, field hockey, team handball, volleyball, tennis, badminton, fencing, crew, skiing, and handball.

Non-Strenuous/Non-Contact Activities include: bowling, golf, archery, riflery, shuffleboard, and table tennis.

Who may offer approved programs? Programs may be given by four-year colleges and universities, two-year colleges, individual school districts, several school districts in concert, B.O.C.E.S., professional organizations and other recognized groups or agencies that receive approval from the State Education Department for such programs. Agencies wishing to offer the program shall make application to the Division of Physical Education and Recreation.

A minimum of 10 weeks must be allowed for processing each application. The person making the application should be the chief-executive officer or comparable person for the sponsoring agency. Two copies of all materials shall be submitted. Upon approval, one copy will be returned to the applicant.

The materials to be submitted for program approval shall include:

a. A description of the content in each course, including the basic information as outlined above.
b. The name of the person(s) teaching the course(s), including his college transcripts and evidence to verify his experience and demonstrated competence to teach that particular course.
c. A listing of the resource persons and materials that the agency has or has access to.
d. A statement as to the time allocation for each course.
e. A description of the evaluation techniques to be used.
f. A statement from the agency indicating its responsibility for keeping permanent records on students who satisfactorily complete its courses.

Additional educational experiences. Credit toward partial fulfillment of the education program for coaches may be achieved through participation in appropriate conferences, clinics, coaching schools, and other experiences of a comparable nature, either in part or whole. The Division of Physical Education and Recreation will compile an annual listing of such programs with the amount of credit approved for each. Organizations desiring to be included on this list should write to the Division.

2. Proficiency Examination. Non-physical education certified teachers wishing to obtain approval for coaching a specific sport through a proficiency examination, may obtain names and addresses of Education Department-approved

examiners by writing to the Division of Physical Education and Recreation. Such examinations will encompass the same knowledge areas as the college and in-service education courses. Examinations will consist of a written and/or oral phase as well as a practical test in most cases. Examiners will be authorized to issue letters of approval to applicants upon satisfactory completion of all phases of the examination. Examiners will accept evidence of attendance at approved college and/or in-service education courses as partial fulfillment of subject areas in which the applicant is to be examined. Conversely, following the examination, any areas deemed not acceptable to the examiner may be satisfactorily completed by attending an approved college or in-service education course covering those areas and thereafter presenting evidence of attendance to the examiner.

Please note: Due to the considerable amount of time required to select and instruct the examiners in the many sports involved, implementation of this alternative may take one or two years. Where possible, it is suggested that the college and/or in-service education route be used temporarily by applicants.

3. Equivalent Experience Which May Be Approved by The Commissioner of Education. To obtain the Commissioner's approval for an equivalent experience, teachers must possess an unusual background in the areas specified for minimum college and/or in-service programs, including knowledge and application. Since emphasis is on the unusual conditions pertaining to the individual case, it is anticipated that few teachers will meet the education program requirement in this manner. Persons interested in making application for equivalent approval, may obtain forms from the Division of Physical Education and Recreation. The completed applications must be signed and transmitted to the Division by the chief officer in the school district where the applicant will be coaching. The application must be accompanied by evidence verifying essential facts included in the application. Once approved in this manner, the teacher may coach in the sport(s) in which he is approved in any school in the State.

Health Examinations. School health records may be used to determine pupil readiness to participate in an intramural program. No special medical examination is required.

Medical examinations for students before participation in interscholastic sports must be provided. Although the school physician may consult with the family physician, the school physician has the absolute authority to determine the physical capability of a pupil to participate in a sport.

The school physician's examinations may be started on August 1, and shall indicate the category or categories of activities in which the student may participate. The examination and approval of the school physician shall be valid for the school year with the exception that if the student is absent from school for 5 or more consecutive school days or has received an injury, he must have an examination by the school physician before returning to competition.

The American Medical Association's pamphlet entitled "A Guide for Medical Evaluation for Candidates for School Sports" is the suggested criterion to be used by the school physician in his decision to qualify or disqualify. An additional bulletin entitled, "Department Policy Relative to Medical Examinations for Organized Interscholastic Athletic Activities" is available from the Bureau of Health Services, State Education Department.

Intramurals (Grades 4-12). Intramural sports activities should be limited to participation and competition among pupils within one school building or one school district, except in larger school units where inter-building competition in grades 7 through 12 would more appropriately be conducted as interscholastic competition.

In grades 4 through 6, extraclass athletic activities should primarily be intramural sports. In grades 7 through 12, both intramural and interscholastic competition may be conducted. Intramural activities should involve pupils only. No pupil-faculty competition shall be approved at any grade level.

Eligibility Standards. Except in those schools entered in the "Selection/Classification Experimental Program", all pupils, male and female, shall be eligible for interscholastic athletic competition in grades 7 through 12 in accordance with Section 135.4 (7) (ii) of the Regulations of the Commissioner of Education and other appropriate standards established by leagues, sections, or associations.

Sports Standards. The sports standards of the Regulations of the Commissioner of Education and the recognized school athletic associations of the State which were in effect prior to August 1, 1974, shall temporarily be the sports standards guidelines established by the Commissioner of Education. New guidelines are being developed and will be reviewed by all school athletic associations before going into effect.

3. Suggestions for Plan

Describe the intramural program including grade levels, activities, and extent of programs.

Provide information on the following interschool athletic activities:

a. List sports and levels of competition offered for boys;
b. List sports and levels of competition offered for girls;
c. Names, teaching certificate numbers of coaches, including how non-physical education teachers appointed after September 1, 1974, met the educational options for coaching;
d. Name of leagues, section and/or athletic associations in which the school holds membership;
e. List of non-contact sports in which mixed participation is permitted.